



State of New Jersey 2014-15

OVERVIEW
BERGEN
GARFIELD CITY

GRADE SPAN 06-08

03-1700-070
GARFIELD MIDDLE SCHOOL
175 LANZA AVE
GARFIELD, NJ 07026

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

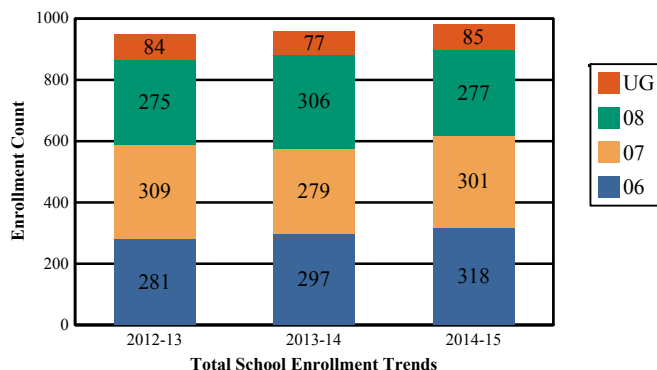
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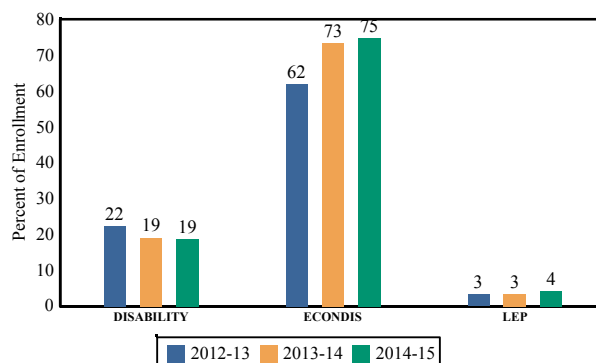
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



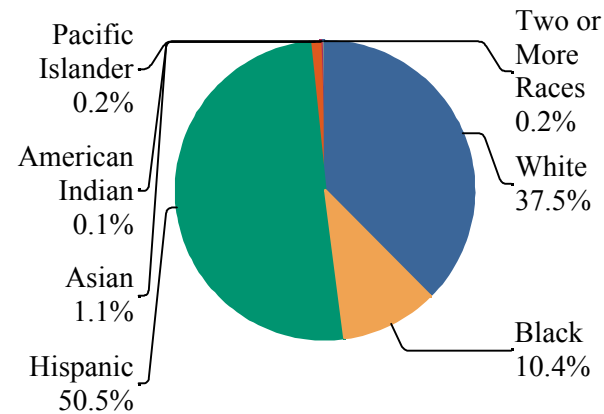
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



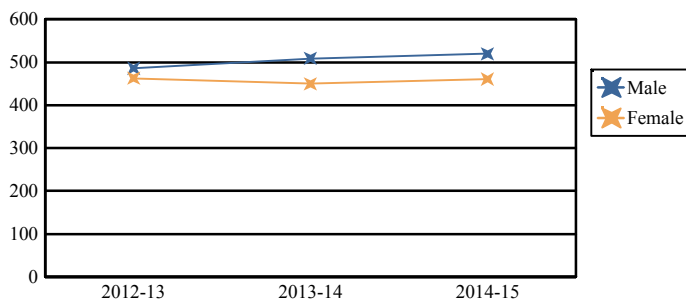
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	949
2013-14	959
2014-15	981

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	183	19%
Economically Disadvantaged Students	734	74.8%
English Language Learners	41	4.2%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

Language	Percent
English	89.6%
Spanish	7.2%
Macedonian	1.2%
Polish	0.7%
Albanian	0.5%
Ukrainian	0.2%
Other	0.5%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	43%	81	40
Math Met or Exceeded Expectation	34%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	846	42.8%	95%	93.3%	YES*
White	331	54.3%	95%	94.9%	YES
African American	83	24.1%	95%	90.2%	YES*
Hispanic	422	37.5%	95%	93.4%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	172	10.4%	95%	94.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	577	37.9%	95%	92.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	844	33.6%	95%	92.9%	YES*
White	332	44%	95%	95.1%	YES
African American	-	-	--	--	--
Hispanic	418	29.9%	95%	92.2%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	32	18.8%	95%	100%	YES
Economically Disadvantaged Students	573	28.8%	95%	92.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	742	749	6%	18%	34%	40%	2%	42%	50%
White	104	749	755	4%	15%	27%	52%	2%	54%	59%
African American	23	728	732	13%	26%	43%	17%	0%	17%	29%
Hispanic	171	741	736	5%	19%	38%	35%	2%	37%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	69	718	718	20%	42%	25%	10%	3%	13%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	220	739	733	6%	21%	37%	34%	2%	35%	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	283	743	750	10%	17%	30%	35%	8%	43%	53%
White	128	751	757	5%	9%	33%	42%	11%	53%	61%
African American	30	726	730	20%	30%	17%	27%	7%	33%	31%
Hispanic	123	738	736	12%	22%	31%	29%	6%	35%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	187	739	733	12%	18%	30%	35%	5%	40%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	258	742	750	10%	21%	25%	38%	6%	44%	53%
White	99	751	757	9%	9%	25%	52%	5%	57%	61%
African American	30	724	730	13%	40%	27%	20%	0%	20%	31%
Hispanic	128	739	735	10%	26%	24%	32%	8%	40%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	56	713	713	34%	34%	21%	11%	0%	11%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	170	738	732	12%	22%	27%	34%	5%	39%	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	740	743	5%	21%	44%	24%	6%	30%	42%
White	104	747	749	2%	21%	38%	30%	10%	39%	50%
African American	23	729	726	9%	30%	48%	13%	0%	13%	19%
Hispanic	171	737	731	7%	19%	48%	22%	4%	26%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	69	723	718	17%	39%	32%	7%	4%	12%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	220	736	729	6%	25%	46%	20%	4%	23%	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	282	739	740	5%	22%	44%	27%	2%	29%	38%
White	128	745	745	2%	16%	44%	35%	3%	38%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	122	735	730	5%	28%	41%	25%	2%	26%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	186	736	728	5%	23%	44%	26%	1%	27%	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	224	734	726	17%	23%	26%	33%	1%	34%	24%
White	82	746	732	9%	15%	30%	46%	0%	46%	29%
African American	30	714	715	30%	43%	17%	10%	0%	10%	14%
Hispanic	110	730	721	20%	24%	25%	29%	2%	31%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	57	709	705	42%	26%	19%	12%	0%	12%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	153	732	719	18%	24%	26%	31%	1%	32%	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	784	740	0%	0%	0%	85%	15%	100%	40%
White	18	785	746	0%	0%	0%	89%	11%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	15	783	725	0%	0%	0%	80%	20%	100%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	14	780	725	0%	0%	0%	86%	14%	100%	21%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 08

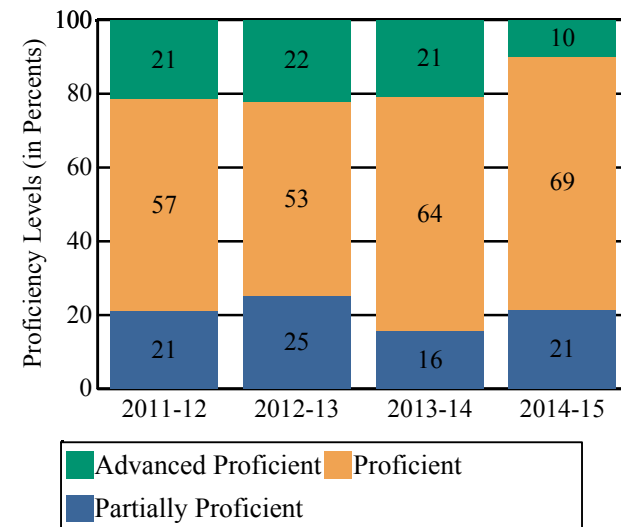
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	69%	21%
White	17%	70%	13%
African American	0%	69%	31%
Hispanic	7%	68%	26%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	2%	47%	51%
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	69%	24%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
34	34

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	100.0%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

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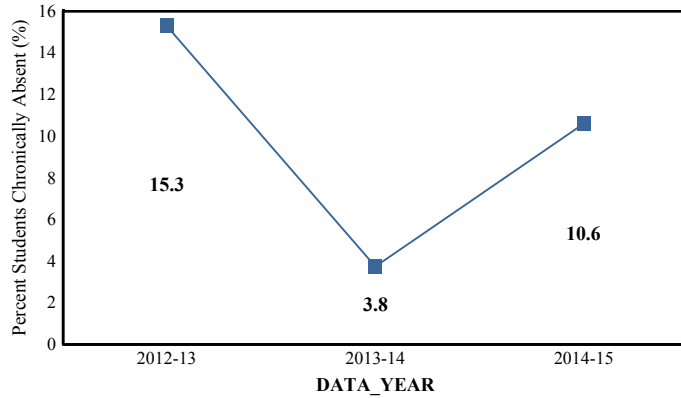
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Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

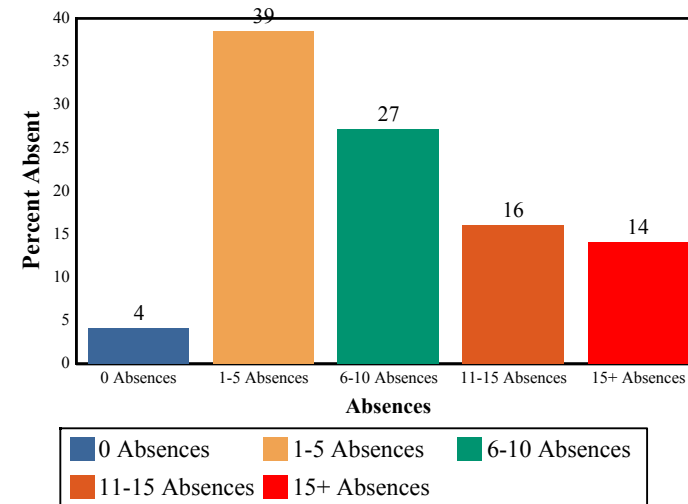


Chronic Absenteeism for 2014-15

10.61%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	62.4%	66.0%
Visual Arts	93.6%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	59	52	35	YES
Student Growth on Math	53	78	66	35	YES
		69	59		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	10%	6%	3%
Approached	12%	11%	8%
Met	5%	14%	18%
Exceeded	0%	1%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	11%	6%	5%
Approached	11%	14%	14%
Met	3%	7%	19%
Exceeded	0%	0%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	762	770
50th	744	749
25th	725	726
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	753	763
50th	737	742
25th	723	721
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	42

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
GARFIELD CITY**

GRADE SPAN 06-08

**03-1700-070
GARFIELD MIDDLE SCHOOL
175 LANZA AVE
GARFIELD, NJ 07026**

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	764	776
50th	742	751
25th	722	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	764	777
50th	744	751
25th	721	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	754	759
50th	738	740
25th	722	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	759	748
50th	737	726
25th	712	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	44

SCHOOL CLIMATE

BERGEN

GARFIELD CITY

State of New Jersey

2014-15

GRADE SPAN 06-08

03-1700-070

GARFIELD MIDDLE SCHOOL

175 LANZA AVE

GARFIELD, NJ 07026

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 20 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	8.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	981

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	DR MARTIN LUTHER KING JR SCHOOL COMPLEX	01-0110-140	PK-08	74.5%	3.5%	14.6%
ATLANTIC	ATLANTIC CITY	TEXAS AVENUE SCHOOL	01-0110-060	KG-08	83.3%	33.6%	9.4%
ATLANTIC	ATLANTIC CITY	UPTOWN SCHOOL COMPLEX	01-0110-080	PK-08	76.4%	4.8%	12.2%
BERGEN	GARFIELD CITY	GARFIELD MIDDLE SCHOOL	03-1700-070	06-08	74.8%	4.2%	18.6%
CAMDEN	PENNSAUKEN TWP	HOWARD M PHIFER MIDDLE SCHOOL	07-4060-055	07-08	74.4%	1.8%	19.5%
CHARTERS	MERIT PREP CS OF NEWARK	MERIT PREPARATORY CHARTER SCHOOL OF NEWARK	80-6091-974	06-08	74%	0%	7.6%
CHARTERS	QUEEN CITY ACADEMY CS	THE QUEEN CITY ACADEMY CHARTER SCHOOL	80-7600-960	KG-08	82.7%	17.7%	9.3%
CUMBERLANI	FAIRFIELD TWP	FAIRFIELD TOWNSHIP SCHOOL	11-1460-070	PK-08	78.2%	3%	12.1%
CUMBERLANI	MILLVILLE CITY	LAKESIDE MIDDLE SCHOOL	11-3230-077	06-08	71.8%	1%	25.4%
ESSEX	NEWARK CITY	DR. E. ALMA FLAGG SCHOOL	13-3570-415	KG-08	80.6%	13.2%	10.4%
ESSEX	NEWARK CITY	MILLER STREET SCHOOL AT SPENCER	13-3570-530	PK-08	79.3%	27.1%	22.9%
ESSEX	NEWARK CITY	SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL	13-3570-710	PK-08	82.3%	14.9%	5.6%
GLOUCESTER	PAULSBORO BORO	PAULSBORO JUNIOR HIGH SCHOOL	15-4020-300	07-08	71.7%	0%	21%
HUDSON	BAYONNE CITY	MIDTOWN COMMUNITY SCHOOL #8	17-0220-085	PK-08	75%	0.6%	12.1%
HUDSON	GUTTENBERG TOWN	ANNA L. KLEIN	17-1850-050	PK-08	78%	13%	7.6%
HUDSON	JERSEY CITY	FRANKLIN L. WILLIAMS SCHOOL	17-2390-155	06-08	83.4%	30.2%	16.3%
HUDSON	JERSEY CITY	JOSEPH H. BRENSINGER SCHOOL	17-2390-360	PK-08	85.5%	26.9%	8.6%
HUDSON	JERSEY CITY	MAHATMA K. GANDHI SCHOOL	17-2390-210	PK-08	80.7%	22.4%	9.2%
MONMOUTH	FREEHOLD BORO	FREEHOLD INTERMEDIATE SCHOOL	25-1640-060	06-08	74%	7.5%	17.8%
PASSAIC	PATERSON CITY	SCHOOL 21	31-4010-250	PK-08	82.7%	21.9%	10.5%
PASSAIC	PATERSON CITY	SCHOOL 28	31-4010-310	PK-08	80.2%	5.7%	6.9%
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE MIDDLE SCHOOL	33-4070-105	06-08	71.5%	3.3%	24.4%

SCHOOL PEER GROUP

BERGEN

GARFIELD CITY

GRADE SPAN 06-08

GARFIELD MIDDLE SCHOOL

175 LANZA AVE

GARFIELD, NJ 07026

UNION	ELIZABETH CITY	ABRAHAM LINCOLN SCHOOL NO. 14	39-1320-170	KG-08	81.3%	24.2%	11.1%
UNION	ELIZABETH CITY	DR. ALBERT EINSTEIN ACADEMY SCHOOL NO. 29	39-1320-295	PK-08	79.7%	10.6%	11.8%
UNION	ELIZABETH CITY	DR. ANTONIA PANTOJA SCHOOL NO. 27	39-1320-310	PK-08	82.3%	22.1%	11.4%
UNION	ELIZABETH CITY	DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26	39-1320-290	PK-08	81.7%	12%	5.7%
UNION	ELIZABETH CITY	ROBERT MORRIS SCHOOL NO. 18	39-1320-210	KG-08	83%	18.2%	4.2%
UNION	ELIZABETH CITY	WOODROW WILSON SCHOOL NO. 19	39-1320-220	PK-08	81.6%	17.1%	7%
UNION	LINDEN CITY	JOSEPH E. SOEHL MIDDLE SCHOOL	39-2660-070	06-08	72.7%	4.6%	19.2%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070	06-08	79.5%	14.1%	19.8%
UNION	ROSELLE BORO	GRACE WILDAY JUNIOR HIGH SCHOOL	39-4540-060	07-08	76.4%	6.5%	12.8%